DOCUMENT RESUME

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ABSTRACT

In November 1995, Sir Sandford Fleming College, in Ontario, Canada, developed a proposal to establish centers of specialization, or clusters of related curricula or programs that are unique in a region, and to suspend or curtail existing programs due to funding shortages. Feedback was requested from the college community, with college-wide staff meetings at five locations, academic forums, and department and school meetings being held. Based on responses, the following recommendations were developed: (1) that the proposed rationale for and definition of centers of specialization be approved; (2) that the new areas of specialization be known as "centres," with no capital "c"; and (3) that six of the centers (i.e., natural resources, community development and health, law and justice, management and business studies, applied computer and information technology, and interdisciplinary studies) be approved, but that a feasibility study be conducted on the formation of an arts and heritage center. In addition, clarifications were developed for five of the six approved centers, while the center for law and justice was approved unchanged. With respect to the proposed suspension of programs, suspensions were approved for 12 programs with clarifications, including the suspension in some cases of only the program's third years or specific options and the stipulation that all suspended programs be phased out to allow enrolled students to complete their program. In addition, 17 of the proposed suspensions were approved with no changes. The original November 1995 proposal is attached. (AJL)

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ED 398 989

SIR SANDFORD FLEMING COLLEGE

CENTRES OF SPECIALIZATION

&

PROGRAM SUSPENSIONS/MODIFICATIONS

FINAL RECOMMENDATIONS

Vice-President Academic

January 9, 1996

JC 960 559

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Consultation Process

The proposed Centres of Specialization and Program Suspensions/Modifications documents were circulated to all college staff immediately following the December 6, 1995 Board of Governors meeting. Staff were invited to give feedback on any aspect of the proposals prior to Friday, January 5, 1996.

The following communication and consultation processes have been used:

* Written communication from the Vice-President to all staff, students, and advisory committee members concerning the status of programs and the proposed centres of specialization following the December 6, 1995 Board meeting.

* Press conference and release with media coverage following the December Board meeting

* College-wide open staff meetings at 5 locations immediately following the December 6th Board meeting - several hundred attended

* Written correspondence from staff to the Vice-President Academic - **55+ documents from more than 114 people (see Appendix A for a list of the submissions)**

* Academic Forum at Brealey on the Centres of Specialization - 35+ attended

* Academic Forum at Frost via teleconference due to poor weather - 12 attended

* Meetings in every school and many departments to discuss the documents - full attendance (some schools held more than one meeting)

* Meetings of ad hoc groups e.g., ad hoc computer discussion group, interdisciplinary studies, faculty involved in logistics programming, arts and heritage staff, general education/generic skills, and many more

* Meetings with SAC representatives at Frost and Brealey, and open forums for students at both campuses

* Individual meetings with the Vice-President Academic upon request

* Countless E-mail messages between staff and the President, Vice-President Academic and other members of the Academic Managers Team

* Advisory Committee meetings and correspondence, particularly concerning the Heavy Equipment Program and Materials Management Program

* Review of the documents and other cost-saving strategies by the faculty College Employment Stability Committee.

* Review of the documents and cost-saving strategies by BDO Dunwoody Chartered Accountants, hired by the faculty union as part of the financial exigency process.

This level of involvement and feedback is amazing, especially given the holiday break. The tone of the response has been positive overall, with detailed and principled arguments put forward in the case of disagreement with some of the proposed recommendations.

The proposed Centres of Specialization, in particular, have garnered considerable support and enthusiasm from staff. Students have reacted in a calm manner to the proposals, their major concern being able to complete their studies at Fleming in the case of suspended programs. Advisory Committees have been supportive of the proposals, with the exception of the Heavy Equipment, Materials Management & Distribution, and Tourism & Transportation Committees.

Highlights of the responses are included in this report. All written submissions will be kept and forwarded to the appropriate academic leader for further consideration as we begin to implement our new academic structure. Many of the suggestions will help us to avoid unnecessary mistakes in the future.

FINAL RECOMMENDATIONS

Centres of Specialization

#1 Recommendation: That ASA approves the rationale and definition of a centre of specialization as outlined in the November 25, 1995 yellow paper presented by the Vice-President Academic.

There is widespread support for the rationale and definition of a centre of specialization as evidenced by the lack of any critical feedback.

#2 Recommendation: That ASA refers to the new areas of specialization as "centres" with a small "c, with a final decision on nomenclature to be made by April 30, 1996.

One of the most controversial issues in the yellow paper appears to be the issue of a name for the areas of specialization. A strong current of opinion favours retention of the word "school" (near unanimous recommendation from Frost staff due to the reputation of the School of Natural Resources in the marketplace). Other staff support the term "centre for". No one likes the name "Faculty of" because it is believed support staff will feel excluded from such an academic term. Most people favour consistency across the college and recognize the need to make a clear break with the past. Language is important in signalling this change.

We need more time, however, to arrive at the best nomenclature, especially since the full scope of college reorganization has not been decided yet. Once the new academic structures are created, the staff members involved should review the issue of name, including the specific name of each centre. The College will make a final decision by April 30, 1996. In the meantime, the areas of specialization will be referred to as "centres" with a small "c".

Some staff members also recommended that attention be paid to the speed of implementation. We must set realistic and achievable goals, especially since we need to maintain the quality of our normal service to students during this period. **It is expected that the new academic structure will be in place by April 1, 1996, although there will undoubtedly be a period of transition. More detail on the reorganization of the college will be announced in February.**

 # 3 Recommendation: That ASA approves the creation of six centres of specialization as outlined in the November 25, 1995 yellow paper. The centres are:

* **Natural Resources**
* **Community Development & Health**
* **Law & Justice**
* **Management & Business Studies**
* **Applied Computer & Information Technology**
* **Interdisciplinary Studies**

More detail on each Centre is contained below.

#4 Recommendation: That ASA requests a feasibility study into the formation of a 7th centre of specialization, Arts & Heritage, based on the parameters described in the November 25, 1995 yellow paper.

The yellow paper proposed that a Centre for Arts & Heritage be created by grouping two post-secondary programs (Art Conservation & Museum Management) together with the School of Fine Arts programming at Haliburton. Opportunities for further growth were also identified in the yellow paper.

Some staff affected by this recommendation, however, do not support such a move at this time. The two post-secondary programs, along with faculty in the Community Services Department, believe that culture forms a key element in the new model of community revitalization that is current. They believe that the centre for Community Development & Health should be expanded to include Arts & Heritage and development at the Haliburton Campus, rather than separating them.

Other staff believe a distinct Centre for Arts & Heritage would offer a fresh new perspective and the chance to explore new fields. It would also signal the College's commitment to arts and heritage as a strategic priority. Without this commitment, such programming runs the risk of designation as isolated "stand-alone" programs which are vulnerable given our funding climate.

A forced marriage, however, is not our wish. It is also clear that the staff involved need more time to explore the implications of the proposed centre, together with external members of the arts community throughout our catchment area. The LRC report and the Contract Training report demonstrate the wisdom of conducting a thorough needs assessment, particularly if the proposed action is at all controversial. It is recommended that Barb Bolin take the lead in convening an appropriate task force to conduct the feasibility study by April 30, 1996. Any staff who would like to participate could contact Barb.

Until this feasibility study is completed, the two post-secondary programs will remain within the Community Development & Health centre of specialization.

#5 Recommendation: That ASA approves the description of the centre for Natural Resources contained in the yellow paper, with the following clarifications:

1) One of the most controversial issues at the Frost Campus has been the proposal to change the name of the School of Natural Resources to "Natural Resources & Land Management". Staff debated a number of alternatives. The near unanimous decision was to leave the name unchanged for two main reasons. The School of Natural Resources has established an excellent reputation in the marketplace; and the term "land management" could imply exclusion of Aquaculture and Terrain and Water programming. We recommend, therefore, that "Natural Resources" be the name of this centre. The issue of school vs. centre will be decided on a college-wide basis by April 30, 1996. Development of an Institute at Frost has also been flagged in the yellow paper as a means to offer more advanced studies in natural resources and encourage applied research. This should be explored further during the coming year as a strategic initiative.

2) The Geographical Information Systems (GIS) program should remain physically housed within the centre for Natural Resources, but have a dotted line relationship to the new centre for Applied Computer & Information Technology. Faculty would have a dual reporting structure, although funding would flow through the centre for Natural Resources. A relationship with the new ACIT centre does not imply this is the only centre which could benefit from our GIS expertise. The ACIT Centre will be responsible, however, for all computer applications and literacy courses throughout the college. GIS will be part of this interdisciplinary portfolio. There are lots of opportunities to incorporate GIS, for example, in business, marketing, retailing, site selection, multiple criteria decision making, conflict resolution, epidemiology studies, the spatial analysis of communities etc.

3) The Ecotourism program is part of the centre for Natural Resources, although delivered in Haliburton. Haliburton is committed to running the program in a cost-effective manner, otherwise, it will be moved to the Frost Campus in 1997.

4) The two divisions, Resources Technology and Resources Management, will be combined. The consensus among faculty is that such a unit is <u>not</u> too large and will promote greater sharing/integration of curriculum and staff resources.

#6 Recommendation: That ASA approves the description of the centre for Community Development & Health contained in the yellow paper, with the following clarifications.

There is strong support among faculty and support staff for the creation of this Centre with its

emphasis on the community-based nature of health and social services.

The reference in the yellow paper to the need for the ECE program to update its curriculum pertains only to the issue of establishing a unique niche for the program relative to our competitors. The ECE program has played a key role in the recent curriculum review initiated by CSAC and been cited as a model program. Program rationalization, however, is on the government's agenda. Every college in the eastern region offers an ECE program. A new focus on home daycare and closer integration with the Educational Assistant program could distinguish us from others.

The recommendations concerning the cost-effectiveness of the diploma nursing program are supported by the health sciences faculty and will be acted upon.

Creation of an Allied Health Centre is not proposed. The location of the Massage Therapy program is, however, a controversial issue, due in part to its strategic importance to the operational viability of the Lakeshore Campus. Members of the Community Development & Health cluster feel strongly that it would be in the interests of the Massage Therapy students to be located at Brealey for several reasons: access to library and computer resources, a learning resource centre, greater breadth of the learning environment at Brealey, specialized resources for field experience, student life opportunities, etc. It would also be more cost-effective to cluster the program with other faculty in bio-sciences, social sciences, generic skills and general education.

Lakeshore staff are concerned about maintaining massage therapy as a distinct discipline, ensuring unrestricted access to the massage therapy lab, and maintaining the viability of the Cobourg campus.

Our recommendation is that the Massage Therapy program become part of the centre for Community Development & Health, but remain located at Cobourg until the overall review of the status of the Lakeshore and Haliburton campuses is completed in March 1996. A final decision on the location of the Massage Therapy program will be made at that time.

#7 Recommendation: That ASA approves the description of the centre for Law & Justice contained in the yellow paper.

There is strong support for the creation of this centre. No modifications are recommended.

#8 Recommendation: That ASA approves the description of the centre for Management & Business Studies contained in the yellow paper, with the following clarification.

There is strong support for the creation of this centre. It should be noted that the Office Administration program will remain part of this centre, but must increasingly emphasize the

"management" component of its curriculum in order to distinguish itself from the competition, both public and private.

#9 Recommendation: That ASA approves the description of the centre for Applied Computer & Information Technology contained in the yellow paper with the following clarifications.

This new centre has evoked perhaps the greatest excitement of all among affected faculty. The idea originated from faculty who have continued to take the initiative to define the mandate of such a centre. An ad hoc computer discussion group has been formed and a meeting convened of more than 26 faculty involved in such programming throughout the college. The old school-based silos have already tumbled down!

There is strong support for the Centre as portrayed in the yellow paper. A few issues need clarification, however. As mentioned earlier, the GIS program based at Frost will have a dotted line accountability to the new Applied Computer & Information Technology Centre (ACIT). GIS faculty, for example, will be expected to attend meetings of the new Centre in order to help shape program offerings. The new Centre has a mandate to provide consistent, high quality, computer applications courses throughout the college - in this regard, it is similar to the centre for Interdisciplinary Studies.

The Business Administration - Information Systems will move over to the new Centre, but maintain a dotted line reporting relationship to the centre for Management & Business Studies.

The proposed rationalization of programs formerly offered through the School of Technology has wide support - both from faculty and advisory committee members. The minutes of the November 15, 1995 advisory committee meeting for the applied science department and the electrical/electronics department reflect unanimous and enthusiastic approval by industry representatives on the committee.

Apprenticeship programming remains an issue. The College has been told to expect a 28% decline in funding for 96/97 (down from the 40% reduction originally anticipated). We recommend the following:

1) College-wide coordination of apprenticeship negotiation, purchase, delivery, and timetabling will remain the responsibility of the current Chair of Apprenticeship. The Chair will have a dual accountability to both the academic leader of the centre for Applied Computer & Information Technology, and the proposed new leader of our contract training and part-time studies unit. This dual reporting relationship will ensure a) proper articulation and laddering between apprenticeship training and technology diploma programs; and b) central coordination of apprenticeship programming on a college-wide basis.

2) Each centre of specialization will be accountable for delivery of apprenticeship training to the extent it is still purchased by OTAB and the federal government. The ACIT Centre via the Chair of Apprenticeship will, therefore, be responsible for delivery of a number of continuing apprenticeship programs during 1996/97, although we expect the volume of apprenticeship training to decline during the next few years.

#10 Recommendation: That ASA approves the description of the centre for Interdisciplinary Studies contained in the yellow paper, with the following clarifications.

This Centre has evoked the most controversy of all. The debate has been extremely healthy, however. The majority opinion favours the creation of such a centre. To recap, the components of the Centre (approximately 46 staff) include:

* Communications & ESL
* Mathematics
* Psychology/Organizational Behaviour/Human Relations
* General Arts & Science Program, with the addition of a new preparatory option
* Ontario Basic Skills
* General Education courses
* interdisciplinary, college-wide courses such as self-employment/entrepreneurship, how to become a self-directed learner, responding to the challenge of diversity, etc.

In addition to providing generic skills/general education courses to the entire college community, the centre will also act as a college-wide champion of interdisciplinary initiatives through creative use of our course registration system, which is a significant competitive advantage of Fleming College. No other college can offer learners the ability to **"customize an interdisciplinary diploma of your choice".**

Those opposed to the creation of such a centre have two main objections: a) the centre could lead to the isolation of generic skills/general education from vocational programming, and to the creation of a "separate empire" immune from the funding pressures experienced by vocational programs; and 2) interdisciplinary initiatives should be everybody's mandate - no specific leadership is needed.

Those in favour of the centre cite the following: a) the centre will permit closer links between our preparatory and post-secondary generic skills programming; b) it will enable the college to rationalize generic skills courses and so improve cost-effectiveness and the efficient use of our resources; c) it will remove the stigma of "service" from these offerings and eliminate the current friction between Schools over the level of service course delivery.

Supporters of the Centre are equally excited by the opportunity to identify creative new interdisciplinary "course packages" in close cooperation with other centres of specialization.

This would enable us to maximize enrolment in courses wherever possible, a timely initiative given our funding difficulties.

The General Arts & Sciences program is one possible mechanism for championing such interdisciplinary initiatives, but it is not expected that the Centre nor the GAS program will be the sole initiator of such initiatives. That responsibility is to be shared among all the centres, with the credit and rewards spread equally if our funding allocation model is changed to integrate the reality of a course-registration system. Every centre will need to meet certain "performance indicators" in relation to the development of a number of inter-disciplinary offerings. But central leadership is required if this cross-pollination is to occur on a significant scale.

One example recommended by a faculty member in Community Services is an inter-disciplinary offering focused on Rural Studies & Development that could include courses in economic development, social development, land-use planning, recreation, environmental impact, leadership development, etc. Such a thematic offering would draw on faculty expertise in all of our centres of specialization, with course-registration as the enabling mechanism.

Our final recommendation is as follows: a centre for Interdisciplinary Studies should be created and operate in a true matrix fashion. Faculty members will have a **dual reporting structure**.

On the one hand, they will be funded and grouped in their respective disciplines under the academic leadership of a person responsible for the centre for Interdisciplinary Studies, just as the college counsellors are structured presently. This would mean, for example, that the Communications & ESL faculty would meet as language arts experts on a regular basis to discuss their common curriculum needs, maintain common standards, develop alternate modes of delivery, share best practices, evaluate collectively their success as facilitators of learning, etc. Faculty in the centre, regardless of discipline, would also meet as a whole to identify and solve common challenges. The new centre would be expected to reduce its costs by 20% just like every other centre, and derive its budget based on required demand for such courses. A process of mutual negotiation with other centres to determine this demand will be involved.

On the other hand, Interdisciplinary Studies faculty members will be assigned on a day-to-day basis to a program cluster where they will be physically housed and treated as integral members of the team. Assignments could be made on an annual basis; we should encourage faculty interchange. The concept of a "service" course will no longer exist, since a program's learning outcomes must encompass technical/vocational skills, general education, and generic skills. The goal is to integrate the curriculum as much as possible, while maintaining consistent college-wide standards in all three domains. If we are to assess the "culminating performance" of our students, the faculty must work together.

Faculty at Frost will also belong to and be funded through this new college-wide centre, although continued campus-coordination of generic skills/general education will be needed. The precise number and role of coordinators in the new centre for Interdisciplinary Studies will be determined

once the staff concerned have begun to meet to review their mandate and structure. The appropriate structure for preparatory programming (OBS & the preparatory option of GAS) also needs to be fleshed out.

We believe this represents a balanced approach to the delivery of both our generic skills and general education offerings, as well as the proposed new interdisciplinary initiatives.
The implementation process will no doubt be fraught with tensions, but let's give it a try!

The remaining sections in the yellow paper on this Centre remain unchanged (components of the LRCs, grouping of the Futures program with other career counselling and placement functions in the college).

#11 Recommendation: That ASA supports the "Other Academic Initiatives" outlined in the yellow paper.

Those initiatives include the formation of/increased support for:

* Learning Resource Centres
* Centre for Instructional Design & Development
* Contract Training
* Part-Time Studies
* Strategic Alliances
* Year-round scheduling & course registration
* Student Advising

PROGRAM SUSPENSIONS & MODIFICATIONS

Final Recommendations

#1 Recommendation: That ASA approves the following program suspensions:

1) **Electronic Engineering Technician - Consumer**
2) **Mechanical Engineering Technician**
3) **Mechanical Engineering Technology (3rd year)**
4) **Business - Customer Service**
5) **Tourism & Transportation (3rd year)**
6) **Office Administration - Medical, Legal, & Office Systems Options**

in 4th semester

7) **Audio-Video Graphics Communication Technician**
8) **Pre-Technology**
9) **Parks & Forest Recreation (3rd year)**
10) **GIS - Mapping (post-diploma)**
11) **Forestry Technology (3rd year)**
12) **Heavy Equipment**

The following issues need clarification.

1) **Only four programs will be suspended in their entirety**. The remaining suspensions constitute either the third year of a program only, or a particular option of a program.

2) **All suspended programs will be phased out**. Students currently registered in the above programs will be able to achieve their learning outcomes at Fleming College.

3) **The program suspensions and modifications constitute only one-third of the required cost-savings from academic programming**. Many other cost-reduction strategies are required to meet our target of $4.6 million *(see list of 16 strategies on p.14 of the "Program Suspensions & Modifications" blue document, dated December 7, 1995).*

4) The **Materials Management & Distribution** program has been removed from the Suspension list and placed on the Program Modification list for the following reasons: the program has an excellent reputation and placement record, but does not attract many students to the college. Based on consultation with the staff concerned and the Advisory Committee Chair, we have found a way to maintain the program while eliminating the program specific costs. Faculty associated with three programs - International Trade, Environmental Waste Management, and Materials Management & Distribution - will develop a set of common courses to ensure that Materials Management has no stand-alone courses. This will increase the overlap and universality of courses between the three options. **The faculty believe there is real potential for Fleming to establish a national reputation in the logistics and international commerce field.**

5) The **Heavy Equipment Program** is recommended for suspension as a two-year post-secondary program. The College is unable to subsidize this program given the magnitude of the government's funding reduction. Overwhelming support from industry representatives on the advisory committee, however, indicates the possibility of an alternative to complete termination of the program. The program is clearly highly valued by employers which speaks well of our faculty and staff. The College is, therefore, prepared to modify the program by shortening its duration as other colleges have done (and thus costs), but only if industry is prepared to purchase the training on a **full cost-recovery basis via contract training**. Components of the training could also

be offered off-campus in various workplaces. If the Advisory Committee is interested in this option, a detailed proposal will be prepared by the College.

6) The **Audio-Video Graphics Communication Technician program** is recommended for suspension as a two-year post-secondary program for two main reasons: high capital and maintenance costs, and growing competition from other colleges such as Centennial, Algonquin, and Loyalist - all of whom have established centres of excellence in this field and have a far greater critical mass of expertise than Fleming does. Audio visual graphics is not one of Fleming's key strengths, and previous attempts to align it with other program clusters have resulted in a "forced fit" which proved frustrating for students and faculty and compromised program expectations.

The equipment and expertise, however, will not be lost. The new centre for Applied Computer & Information Technology will integrate AVG curriculum and expertise as appropriate into existing and new program offerings. The AVG hardware and software will also benefit a far greater number of students than those currently enrolled in the program through re-deployment into our LRCs. The intent is to integrate our expertise into other areas, rather than maintain a stand-alone program.

7) The three specialized options offered in the 4th semester of the **Office Administration program** will be suspended and the program combined into one general "Executive" option, with a single, larger section size to reduce costs. Faculty in the program are still exploring the possibility of some degree of specialization through the course-registration system. If **existing** courses can be identified in the college (at no extra cost), students can certainly be encouraged to make course selections based on their particular interests.

8) The **Tourism & Transportation program** (3rd year) will be suspended, but the two-year program, Travel Merchandising maintained. The third year program does not attract enough students to make it cost-effective, even with the course-registration system. Students interested in a post-diploma option will be referred to the Ecotourism program at Haliburton.

9) No other critical feedback has been received concerning the remaining program suspensions.

#2 Recommendation: That ASA approve the following program modifications as outlined in the "Proposed Program Suspensions & Modifications" document of December 7, 1995.

The following programs must show marked improvement in relation to cost-effectiveness, enrolment, retention, response to market demand, and/or level of student satisfaction over the next two years.

1) **Electro-Mechanical Engineering Technician**
2) **Electro-Mechanical Engineering Technologist**
3) **Resources Drilling**
4) **Cartography Technician & Technologist**
5) **Hotel & Resort Management**
6) **Travel Merchandising**
7) **Office Administration - General**
8) **BTSD**
9) **Diploma Nursing**
10) **Practical Nurse**
11) **Early Childhood Education**
12) **Educational Assistant**
13) **Employment Counsellor**
14) **Art Conservation**
15) **Ecotourism**
16) **Loss Prevention Management**
17) **Materials Management & Distribution**

No changes are proposed to the original recommendations. Most of the programs on this list are already taking action to address the concerns.

The Cartography Department, for example, has submitted a series of excellent proposals to increase the cost-effectiveness of their program. The Employment Counsellor and the Art Conservation programs have been modified from a 3 year to a 2 year diploma format (or post-diploma). The Resources Drilling program is exploring contract training opportunities. The diploma nursing program is pursuing stronger articulation with universities and will rely on use of differentiated staffing to improve its cost-effectiveness. The Educational Assistant program hopes to have its funding status resolved by the Ministry shortly (from a one year to a 2 year program status). The Ecotourism program is prepared to move on-campus in Haliburton thus saving on lease costs. And there are many more examples of creativity and initiative by our faculty and staff.

Non-Post-Secondary Programming

The government has yet to announce the details of proposed cuts to apprenticeship, Ontario Basic Skills, OSDO/TI, and Futures. Staff are working with projections ranging from a 20% to 28% reduction in 96/97. The impact on programming will be brought forward to ASA, as soon as we receive definite confirmation of funding levels.

The times are difficult and stressful, but Fleming has set some very exciting goals for itself. Judging from the response to the proposed Centres of Specialization, many staff see this potential and are eager to move ahead.

APPENDIX A

WRITTEN SUBMISSIONS RECEIVED BY THE VICE-PRESIDENT ACADEMIC

(listed in no particular order)

Ad Hoc Computer Discussion Group
Doug Stock, GAS Program
Betty Witt, student, AVG program
Lynda Harries & ESL faculty members
Lezlie Goodwin, faculty, AVG program
Janet Honsberger on behalf of the Community Service & Applied Arts Dept.
Jane Collins, part-time faculty, Arts programming
Cartography Department staff, Frost
Steven Rose, faculty, Frost
Brian McFadzen & Neil Steffler, Gen Ed Coordinators, Frost
Phil Mayville, Acting Dean, Frost
Peter Spasov, faculty, Technology
Helen Knibb, faculty, Art Conservation
Bob Weil, faculty, Business
Lloyd Clive, Wayne Bonner, Brien Holmes, Dale Northey - faculty, Business
Derek Scott, Dean, Business
R. Hornby, faculty, Tourism
David Walling, Materials Management Advisory Committee member
Al Chamberlain, faculty, Frost
Joe Mior, faculty, Frost
Colleen Shaughnessy, Dean, Applied Arts & Health
Kevin Asselin, Coordinator, AVG program
Pat Bronson, Associate Registrar
Rose Manser, faculty, Business
Gayle McIntyre, faculty, Art Conservation
Lynda Harries, Gen Ed coordinator
Tony Fragomeli, faculty, Technology
Heather Chalmers, faculty, ECE program
Paul Bell, faculty, Frost
Alex Smith, faculty, Recreation Leadership program
Carolyn Dumas-Simons, faculty, Massage Therapy Program
Ron Walker, faculty, Technology
Al MacPherson, faculty, Ecotourism program
Claudette Lachance-Wykes, Placement
Beth Bellaire, faculty, Lakeshore Campus

John Reynolds, Chair, Frost
Larry Carr-Braint, Student Development, Frost
Bill Copeland, faculty, Business
Suzanne Woods, International Students/ESL
Paul McKinnon, faculty, Community Services
Trudy Heffernan, Academic Division Leader, Business
Larry Wilson, coordinator, Heavy Equipment Program
Elaine Dunford, Sylvia Holmes, Frank Kajfes, Barbara Mathers - Office Admin Program
Rosemary Newmaster, faculty, Applied Arts & Health
Mieke Schipper, Counsellor, Business
Applied Science Dept. & Electrical/Electronics Dept. advisory committees
Peter Lloyd, Heavy Equipment Program Advisory Committee
John Fenton, " " "
David Hanna, " " "
A. W. Jones, " " "
Wayne Banting, Terrain & Water Resource Technology Advisory Committeee
Charles Entwistle, Chair, Geology Programs Advisory Committee
Chair, Tourism & Transportation Program Advisory Committee
Linda Skilton, faculty, Law
Glen Allen, faculty, Law
Bob Allen, faculty, Frost
Don Flanagan, Dean, Technology & Law
Peter Malkovsky, Faculty, Business
Kate Kincaid on behalf of the Health Sciences Faculty

and many others who contacted the VP and other academic leaders more informally

SIR SANDFORD FLEMING COLLEGE

PROPOSED

CENTRES OF SPECIALIZATION

& other academic initiatives

Office of the Vice-President Academic

November 25, 1995

PROPOSED CENTRES OF SPECIALIZATION

Introduction

The Master Academic Framework sets out a bold new vision of Sir Sandford Fleming College in the year 2003. We have committed ourselves to:

* **increased freedom from "place-bound" and "time-bound" academic delivery.**
* **recognition and acknowledgement of individual learning needs**
* **development of centres of specialization**
* **curriculum and program relevancy**
* **community development through strategic partnerships and contract training**
* **a supportive and efficient learning organization**

The new technology has made physical boundaries and geographical catchment areas an archaic feature of the college system. We need to identify and nourish centres of specialization that will attract learners from around the world if we are to stay competitive. We also need to concentrate our resources more than we have, since all levels of government intend to dramatically reduce funding for post-secondary education.

We currently lead the college system in offering multiple access points to a life-long education through such initiatives as year-round scheduling, course-registration, alternate delivery, workplace training, twilight courses, prior learning assessment, college preparatory programs, and a host of remedial and student success services.

Breadth of access, however, is not sufficient. **To maintain the quality of our academic programs, we must deepen our expertise in strategic areas**. Sir Sandford Fleming College currently offers more than 80 post-secondary programs. Unfortunately, we need to make some hard choices - choices which do not imply that current programs or clusters of programs are of poor quality. Quite the contrary. The harsh reality, however, is that we cannot do all things equally well at a time when our resources are dwindling. An unpruned rose-bush eventually loses its vitality.

This paper recommends that we create **seven Centres of Specialization** at Fleming College according to the criteria identified below. Each proposed Centre has features which make it unique in the region, province, and/or country. Each Centre also has areas which need strengthening.

We invite your comments and reactions to this paper. Questions have been included after each section to stimulate discussion. Final decisions will be made by mid-January, 1996.

Rationale

By designating centres of specialization, Sir Sandford Fleming College can determine its core business, in particular, its core academic specialties, and thus allocate resources strategically.

Definition

A mature centre of specialization is a cluster of related curricula and/or programs, unique in the eastern region, province, or country. Such a cluster occupies a special niche because of its specialized content and/or because the cluster is "best of type" in the region. Programming is delivered through traditional and alternate delivery methods, facilitated by staff members with excellent credentials and experience, and supported by state-of-the-art instructional courses.

A centre of specialization is strategic to the college's mission and responds to a growing and proven market demand for graduates with such skills.

A centre of specialization is further characterized by: steady growth in student demand, existing and potential partnerships with the private sector, government, and/or the community at large; breadth of scope and relevance beyond post-secondary education (e.g., workplace training, international contracts, etc.); strong external validation; and applied research.

A centre of specialization is not necessarily a school as currently configured e.g. an administrative unit developed for reasons other than academic. It is likely a smaller, more focused unit, united around a common discipline. It is not a single post-secondary program, although the size and scope of an area of specialization can vary depending on its stage of development (full-fledged, growing, a potential bud, or unevenly developed due to a mix of weak and strong programs).

A centre of specialization is not restricted to technical/vocational skills. Sir Sandford Fleming could decide, for example, that its general education and generic skills programming is "best of type" in the region and so constitutes an area of specialization worthy of investment.

A centre of specialization can embrace courses or curricula which are inter-disciplinary or "across the curriculum" (e.g. entrepreneurship, social and information sciences, preparation/remediation, etc.)

Lastly, a centre of specialization is not necessarily based exclusively at one physical location or campus, although one central location can enhance the learning environment for students and increase administrative efficiency.

A key assumption is that every program offering at Fleming College should fall within a centre of specialization. Stand-alone programs that are not part of a strategic cluster are vulnerable.

Each centre of specialization will be expected to develop a business plan which addresses activity in the following three domains: post-secondary programming, part-time studies, and contract training. As government funding continues to decline, more energy must be devoted to fee- for-service activity.

To prevent the formation of fixed silos, the following is proposed:

* interdisciplinary initiatives will be specified as a concrete performance objective for each area of specialization, and the team and its leader held accountable on an annual basis.

* the proposed Interdisciplinary Studies Centre will identify, promote, and facilitate interdisciplinary programming through mechanisms such as the GAS program, a college-wide Interdisciplinary Council, and others.

* the Learning Resource Centres, and the Centre for Instructional Design & Development, will provide valuable cross-college expertise in curriculum re-design and renewal and alternate forms of delivery.

* a college-wide skills bank will identify staff expertise and cross-college teaching will be encouraged.

* regular college-wide forums of academic leaders at all levels, including coordinators, focused on specific issues.

In terms of organizational structure, it is proposed that each centre would consist of front-line teams of faculty and support staff, coordinators (program/subject/other), campus-based administrative/clerical support, and one overall academic leader reporting to the Vice-President Academic.

Once the new Centres are established, it is expected that all staff will be involved in further developing the goals and objectives, and processes for interaction and decision-making.

Questions: Are the criteria for a Centre of Specialization appropriate? What is the best nomenclature for a centre of specialization? Centre, Institute, Faculty, Department, School...?

PROPOSED CENTRES

1) **Natural Resources & Land Management**

2) **Community Development & Health**

3) **Law & Justice**

4) **Management & Business Studies**

5) **Applied Computer & Information Technology**

6) **Arts & Heritage Conservation**

7) **Interdisciplinary Studies**

Questions: Should other centres be created? Are these the best names for the proposed centres?

Natural Resources & Land Management

Strengths

The Natural Resources & Land Management Centre is undoubtedly the most mature of Fleming's centres of specialization, both in terms of age and sheer number of students (36% of the college's total enrolment, close to 2,000 FTEs each year, and more than 21 programs).

The Centre is unique not only in the region, but in the province, if not Canada, due to its specialized content, delivery modes, and location. A number of international contracts also testify to the Centre's growing reputation abroad.

The Centre offers a wide variety of programs from 16-week certificates to university credit programs and courses. A number of faculty members have advanced degrees e.g., Ph.D.s, and are eager to secure more applied research opportunities. Through a partnership with a private sector software firm, ESRI, the Centre has established a leadership role in the use of state-of-the-art instructional resources in the field of Geographical Information Systems. Individual

faculty have also creatively used information technology to deliver their courses in a distance education mode via the World Wide Web, video productions, modular packages, etc.

The Centre continues to reflect a strong market demand for graduates. More than 85% of the graduates find employment, and 57% in fields related to their training. Two-thirds of the programs met or exceeded their enrolment targets. Student retention is among the highest in the college, with two-thirds of the programs meeting or exceeding the benchmark (less than 5% attrition per semester). Two-thirds of the programs received a "medium" or "high satisfaction" rating by students. Close to two-thirds of the programs are cost-effective (below the .71 cost index).

The Centre has established a number of innovative partnerships with external organizations (E.B. Eddy Forrest Company, the Ministry of Natural Resources, Northern Tilapia, Rainy River, ESRI) and is poised to establish a highly strategic alliance with MNR once the Ministry moves its headquarters to Peterborough. The Canadian Natural Resources Training Centre has also broadened the scope of contract training initiatives. **The focus in the future should increasingly be on joint college/private sector initiatives as government support declines.**

The Centre is clearly very strategic to the college's mission.

Areas to Strengthen

The Centre needs to consolidate after a period of rapid growth. Technical and administrative systems, along with basic infrastructure needs, are sources of real tension within the Centre. Staff members are eager to explore alternate delivery and distance education, but need leadership and resources. A strong physical presence by senior management in the college is required at the Frost Campus in order to establish a proper balance between the two main campuses.

Interdisciplinary linkages among programs within the Centre are needed. The two divisions (Resources Technology & Resources Management) should be integrated to allow cross-pollination and sharing of curriculum and faculty resources. Strong academic leadership is required to foster teamwork, facilitate curriculum renewal, and encourage individual professional development.

Interdisciplinary linkages with programs and courses offered in other parts of the college are also needed e.g. ecotourism at Haliburton, legal administration at Sutherland, general education and generic skills college-wide, applied computer and information technology, etc. The two solitudes need to reach out to each other.

The Centre is poised to significantly expand its external partnerships but requires leadership in this arena. Articulation with other educational institutions should be explored. The proposal to transform the Centre into an Institute for Studies in Natural Resources & Land

Management should be carefully investigated. The Centre needs to expand beyond the level of technician/technologist training to more advanced studies in natural resources. The Ministry of Natural Resources, a key strategic partner, would like us to offer more sophisticated forms of training. Mohawk College & McMaster University, for example, have recently formed a partnership to offer high level Geographical Information Systems training on a fee-for-service basis.

Formation of an Institute could enable us to access research grants, offer an applied degree in Resources Management, establish better linkages with universities, and increase public and government recognition. Cambrian College is already pursuing a similar route in the environmental arena. The Natural Resources & Land Management Centre should maintain, however, its focus on applied learning. Field placements, fall/spring camps, and laboratory work are unique features of Fleming's Natural Resources centre, distinguishing us from the traditional, theoretical approach of a university.

One or two programs less critical to the Centre's mission should be suspended to enable the Centre to focus on the above mission. A number of third year programs in the Resources Management field should also be suspended/modified and integrated with other programs. Those programs which are not cost-effective must become so within the next two-year period. The majority of programs are doing well, but require greater technical and administrative support.

Questions: Is a single integrated Natural Resources & Land Management centre of specialization too large (80+ full-time staff)? Are the priorities indicated under "Areas to Strengthen" appropriate?

Community Development & Health

Strengths

The Centre has grown dramatically during the past few years and currently serves more than 1200 full-time students a year. The proposed Centre has three focal points:

1) **Community Health** (diploma nursing, practical nursing, massage therapy, rehabilitation assistant, hospice care, etc.)

2) **Community Support** (social service worker, drug and alcohol counselling, educational assistant, gerontology, life skills, developmental services worker).

3) **Community Development** (recreation leadership, employment counselling, early childhood development, support employment)

The common thread linking all three areas is the focus on the community-based nature of these professional services, and reflected in the new name of the Centre, Community Development & Health.

The Centre intends to build on its interdisciplinary links and foster closer integration through sharing of common curriculum and staff. This is a timely move given the marked trend away from institutional care to community-based services.

The Centre's vision can be described in the following way. Quality of life and issues of lifestyle choices will become an increasingly higher priority as we move into the next century. Human Services that promote and support the health of communities as well as individuals, will be reflected in the infrastructure of communities.

Enhanced recognition of the health and development of the individual as it relates to healthy communities will have increased influence on services such as childcare, housing, employment, recreation, care of the elderly, and others with special needs. Such services will include delivery through a variety of both public and private agencies. Insurance companies also continue to revise their coverage of services from the traditional to the more complimentary and elective range of services. This will contribute to the growth of private practitioners in the community who bring a breadth of knowledge and experience to the services purchased by their clients.

The Centre's graduates have traditionally been employed by government services. In the future, there will be a greater demand for services in the home and in the community, rather than through institutions and agencies. As a result of the increased demand for customized service, graduates will require a breadth of knowledge and skills. Many graduates will need to build skills across more than one traditional discipline.

The future in human services training will continue to include entry-level programming for beginning students. However, there will be a significant increase in demand for career skills enhancement, advanced levels of specialization, and life-long learning. Programming available in study modules for delivery off-campus at the convenience of the student will accommodate both the working and unemployed potential student population. These opportunities for advanced level studies will be marketed not only to the community, but to graduates of all community colleges in Ontario. The Centre's Developmental Services Worker program, for example, is currently delivered 100% through distance education and has more than 250 registrations a year.

The Community Development & Health Centre has been quick to respond to market changes. It has introduced an impressive number of new programming initiatives during the past four years, including: drug and alcohol counsellor program, museum management and curatorship certificate, developmental services worker, community nursing - RN certificate, hospice program, practical nursing, etc. The Centre was also responsible for much of the development

of the highly popular Massage Therapy program.

The Centre is unique in the eastern region due to a number of specialty programs not offered by other colleges such as drug and alcohol, employment counselling, the joint Trent/Fleming Nursing program, and Educational Assistant. It is also unique because of its laddering of programs with entry-level to advanced. The Centre has more articulation agreements with universities than any other in the college.

Of its 8 core full-time programs, six have more than met their enrolment targets, although the trend in applications is less positive. Overall job placement is very respectable (77%, with 67% of the graduates finding employment related to their training). Even the diploma nursing programs reports a 75% overall placement with 75% related to the training received. 78% of the students ranked their level of satisfaction with programs as either "medium" or "high" (half chose "high"). Five of the eight core programs are very cost-effective.

Areas to Strengthen

The primary task of the new Centre will be to revamp its programming to reflect its more **integrated approach** e.g. community development and health. In so doing, it will also enhance its efficiency.

A secondary, but important task, will be to aggressively **adopt alternate delivery strategies** in order to enhance the Centre's positioning within the eastern region and province as a whole. The Centre should target some of its unique speciality programs for alternate delivery with help from LRC.

Some unevenness is apparent in relation to curriculum renewal and currency. The ECE program, for example, needs to update its curriculum and establish a stronger niche in the market through the introduction of a Home Daycare certificate option. Likewise, the Educational Assistant program needs to be more closely integrated with the ECE program, and its funding resolved with the Ministry.

A much clearer emphasis on gerontology is needed, if not a distinct new programming initiative, given the high number of retirees moving to the Kawarthas. The Centre also needs to pay careful attention to market demand for its graduates. It must not flood the market. It must monitor application growth, particularly in those areas which declined during the past year or so.

The Centre should explore greater interdisciplinary links with other programs in the college, for example, in business, law, and technology, to equip its graduates with a full-range of skills necessary to survive in a competitive marketplace. Articulation agreements with Ryerson University should also be developed vis a vis Nursing, Drug & Alcohol Counsellor, and the Employment Counsellor programs.

The three programs which are not cost-effective must become so within the next two years (diploma nursing, practical nurse, and educational assistant)

The diploma nursing program remains controversial for a number of reasons: saturation of the market, the position of the professional nursing associations concerning a university degree as entry to practice, the relative high cost of the program, and the overall trend in health care employment towards less highly-paid "generalists".

The Centre should adopt three strategies in relation to the above:

1) reduce the cost of the diploma Nursing and Practical Nurse programs immediately through differentiated staffing and reduced overall enrolment to help the Centre meet its financial target.

2) resolve existing barriers to the success of the joint Sir Sandford Fleming/Trent University degree/diploma program;

3) establish an articulation agreement with Ryerson in order to establish Fleming's diploma programs as the leader in college/university partnership within the eastern region.

The diploma program should be maintained at this period in time, since it is the "flagship" program for all health care programs at the college. It is cost efficient in comparison to other nursing programs in the system, and offers more advanced level nursing preparation than any of the eastern colleges. The concurrent program with Trent University, although limited in enrolment, is only two years old and reflects a model of nurse preparation supported by the profession.

Questions: The Applied Arts programming has been removed from this area of specialization (Audio Visual Graphics Technician -AVG program, Art Conservation, and Museum Management). The Art Conservation & Museum Management programs have been designated as an area of specialization in their own right, together with Fine Arts programming (see rationale below). Is this appropriate?

The AVG program is recommended for suspension due to its "stand-alone" nature, high capital maintenance costs, and growing competition from other colleges with far greater critical mass in this field such as Centennial, Algonquin, and Loyalist. It should be transferred to another college with expertise in this area.

Massage Therapy is included in the above new centre of specialization for a number of reasons: one stand-alone, post-secondary program does not constitute a centre of specialization (the other Allied Health program originally proposed has not been approved by

the Ministry at this time); greater efficiencies can be obtained by grouping all health-related programs together on one campus and would likely be in the students' best interests (access to student services, LRC, Library, etc.); the location of Massage Therapy at Cobourg in order to make the campus viable is an administrative, not academic, argument. An Allied Health Centre at Cobourg, therefore, is not proposed. Is there agreement to this?

Law & Justice

Strengths

The Centre for Law & Justice offers six programs to more than 800 students a year. The Centre is unique in the eastern region due to such specialty programs as: Customs Administration which is the only one of its kind in Canada, consistently placing the majority of its graduates in jobs related to their training; police education which draws large numbers of students from throughout Eastern Canada; loss prevention which is the first of its kind in Ontario and serves a growth industry with unequalled employment opportunities; and correctional worker which is a magnet for local students in an area heavily populated with correctional facilities and which served as a CSAC model.

Next to Algonquin College, the Centre has the largest enrolment in the eastern region, and draws the majority of its students from outside Fleming's catchment area. We should seek to consolidate our leadership position within our region.

Applications and enrolment show, on average an upward trend. More than 88% of the graduates find employment, 50% in fields related to their training. (The benchmark is 80% overall job placement, 60% related). All six programs are extremely cost-effective, more so than any other centre of specialization. Only one program received a "low satisfaction" rating by students; the remainder were rated either "medium" or "high".

Legal administration remains a growth area in terms of community demand, particularly since the change in the provincial government. Law and security are priority concerns of this government. The government is also concerned about the escalating costs of high-priced professionals (lawyers), which could increase opportunities for para-professionals.

External partnerships are growing with such organizations as the Canadian Association of Customs Brokers, the Institute of Law Clerks, and Ryerson University vis a vis a degree program in Criminal Justice. A link with Trent University has also been forged around our Police Administration certificate program. The Aboriginal Peacekeepers Training program is the most recent initiative to be explored.

No program suspensions have been proposed at this time, although one program is "at-risk", and other mechanisms to accommodate a significant budget reduction have been identified.

Areas to Strengthen

The Centre for Law & Justice is a strong area of specialization, but it cannot be complacent. It needs to further develop and grow, and should look outwards more than it has recently. No new program, for example, has been launched for the past seven years. The Loss Prevention Management program needs particular attention vis a vis enrolment, curriculum renewal, and better marketing. Tremendous potential exists for contract training with the various Ministries of Corrections and legal associations, as well as short certificate programs offered to part-time learners.

A new focus on mediation and ethics proposed by a college counsellor should be further explored with our Law & Justice faculty, in close collaboration with the Community Development & Health Centre. A similar initiative is already underway at Seneca College. Such a focus would meet the growing need for trained and certified practitioners in the field of mediation, which is far less costly than litigation. Current practitioners range from those employed in labour relations, family counselling, organizational development, to legal administration itself. **As the government seeks to reduce its expenditures, mediation services could well become more popular.**

Faculty in the Centre have identified a number of potential inter-disciplinary links with other programs and courses in the college, including: social service worker program, drug and alcohol counsellor programs, and a number of business programs. A stronger connection with the Natural Resources Technology - Law Enforcement program should also be forged. As the College continues to implement course registration, such links should be more feasible. The proposed Interdisciplinary Studies Centre could also identify, champion, and facilitate these connections.

The Centre for Law & Justice needs to explore more varied methods of delivery, including distance education. The Centre should aim to expand its leadership role beyond the eastern region.

Related job placement could be improved, along with student retention in the upper semesters.

Management & Business Studies

Strengths

The Centre is comprised of post-secondary programs, graduate and private sector association certificate programs, consulting services, and fee-for-service offerings. The common set of universal Business courses provides two distinct competitive advantages in the eastern region:

* Students can create their own curriculum mix and tailor their courses to suit both their interests and the needs of industry.

* The emphasis on courses rather than programs allows for the creation of specialization clusters simply by the addition or subtraction of course areas.

The Management & Business Studies Centre is currently a leader in the eastern region by virtue of being "best of type". The flexibility of course registration, together with year-round programming and twilight courses, attracts many students.

The Management & Business Studies Centre reports an upward trend in enrolment applications and registrations for two-thirds of its programs, and has an average student enrolment of close to 1,100. Job placement is very good with an average of 83% for overall placement with 65% related (more than meets the benchmark). 74% of the students ranked their overall satisfaction as either medium or high (half rated their satisfaction as "high").

Most programs are very cost-effective, with the exception of the Office Administration, and Tourism & Transportation, and Hotel/Resort Management programs.

The Business Centre enjoys strong relationships with many industry associations such as CGA, HRPAO, CIPs, PMAC, CAPIC, PSI, CITT, OHMA, etc. Each of these associations is placing more emphasis on accreditation. Opportunities exist for new certificate training for those currently employed in the fields of international trade, banking, logistics, and small business management.

Areas to Strengthen

The Management & Business Studies Centre is an unevenly developed area of specialization due to its mix of strong and weak programs. The Centre needs to focus more on management and business studies. New specialty streams are needed to keep the business administration cluster strong and vibrant.

The Centre should reduce/suspend programming in office administration and tourism/hospitality. Growing competition from private trainers in the office administration and tourism/hospitality fields, together with the fact that 70% of our tourism graduates leave the field within three years after graduation, necessitate this re-focus. (The opportunity may exist to market these programs in an alternative form, e.g. via contract training and part-time studies as short certificate programs/seminars).

Entrepreneurial and intrapreneurial skills are of growing importance to our graduates. The one year program in Entrepreneurship should be continued but integrated in a modular form into all business programs and indeed, throughout college programming. Every graduate of the college should be capable of functioning in a self-employed, contractual, and/or entrepreneurial manner, since the days of a permanent full-time job with one employer are

over.

The Management & Business Studies Center must respond with new offerings, including consulting and product services to the private sector. The Centre needs to develop a new curriculum model and a philosophy that is more outward looking and entrepreneurial in nature. It needs to practice what it preaches. The Centre should become the flagship of proven marketing expertise in the college.

Question: Should the Centre focus more explicitly on management and business studies? How can we ensure that all Fleming graduates are able to thrive in a world where self-employment, contractual work, and entrepreneurism are becoming the norm?

Arts & Heritage Conservation

Strengths

The two full-time post-secondary programs in this cluster (Art Conservation & Museum Management) have national recognition for their quality and specialization. The potential for Fleming to become the choice institution for all training in staff development for Canadian Museums and Galleries is a real possibility. This implies the development of workshops, short courses, and/or certificate programs which can be offered on or off-site.

Over the next 5-10 years, new opportunities will emerge for college graduates in local and regional galleries and museums. Traditionally, our graduates have been employed in large provincial/national museums and galleries. In the future, communities will look to preserve their history and arts in smaller settings. This will require our graduates to be more entrepreneurial in administering these exhibits. They will need increased skill in managing people, fundraising, volunteerism, and technology to provide effective low cost service to the community. There will be an increased awareness and interest on the part of First Nations Communities to establish records and exhibits of their artistic and historical heritage.

Integration of sophisticated information technologies in exhibit development and educational programming is also a top priority. Considerable expertise in alternative delivery rests within the faculty associated with this cluster of programs.

Such program options could be marketed to University undergraduates as a career training option. Negotiations with Queen's University could result in direct admission of our graduates to the Masters program in Conservation. The programs should also be marketed to the Ontario College system as advanced level training for college graduates, and to the countries of the Caribbean, South America, and Asia.

More specifically, the Art Conservation program will soon be transformed into a two-year post-diploma program to improve retention, and first-year intake will be increased to make it cost-effective. Overall job placement is 100%, with related placement 67%. Further job opportunities are available outside Canada. Student satisfaction is good, although retention could improve. The College recently invested a considerable amount of money in the lab facilities, which has enhanced the program's quality. The new program, Museum Management, reports increased applications and enrolment, a high student satisfaction rating, and is extremely cost-effective. The program has forged close links with the Peterborough Museum.

The clustering of these programs with the Haliburton School of Fine Arts provides real potential to enhance and strengthen all options, as well as become a major growth opportunity for Fleming. The School of Fine Arts reports an FTE population of 120 students, and is committed to extending its "shoulder season" activity in the spring and fall, and ensuring a larger class size for its courses.

There is still an untapped market in Fine Arts and the Performing Arts in the Peterborough and Kawarthas region. The Haliburton School of Fine Arts, for example, has received a growing number of requests for courses in the performing arts, but lacks suitable facilities. The City of Peterborough attracts thousands of tourists each summer; there is great programming potential in the music, theatre, and fine arts domain for both tourists and the local population alike. As the number of retirees in the catchment area grows, leisure programming for older adults will become a "community health and well-being" issue.

A number of new short courses and certificates could be developed for delivery on or off site throughout our catchment area and included as part of the Haliburton Summer School model to broaden the options. The learning opportunities could include for example: arts management, fundraising and grant-proposal writing, museum applications of new technologies, performing arts, exhibition workshops, creative writing, furniture restoration, paper conservation, etc.

Areas to Strengthen

As a small, but budding area of specialization, the new Centre would need to develop the following: short courses, certificate programs, delivery of core course material to remote sites and isolated learners via interactive computer networking, creation of World Wide Web sites as core curriculum, increased Con Ed activity in "off seasons", expanded fine arts programming in other communities in Fleming's catchment area, innovative contract training initiatives with the arts and heritage conservation communities, and international project activity. The Centre will need to establish strong links with possible partners, both private and public. The Centre will also need to establish a critical mass to ensure a more cost effective delivery model. It will remain vulnerable, if it does not grow within the next couple

of years.

Question: Should Fleming support this new Centre as an area of specialization?

Applied Computer & Information Technology

A Centre for Applied Computer & Information Technology has been proposed by a group of faculty from diverse programs/schools, and a number of administrators. The proposed Centre would focus on high end computer applications and include such interdisciplinary offerings as:

* Information Networks - Technician/Technologist (including telephone systems, smart building systems, ATM, Integrated Community Networks)
* Electrical engineering technician/technologist programs
* Electro-mechanical engineering technician/technologist programs
* Electronics Engineering - Computers
* Information Systems - Business Administration
* Computer Applications courses across the college (generic computer literacy such as word-processing, spreadsheets, file management, internet navigation)
* Human Interface Systems
* AutoCad
* Geographical Information Systems (GIS)

The new Centre would foster interdisciplinary linkages with other program clusters to bridge the "soft skills/hard skills" gap - e.g. between social and information sciences. The Centre would also be responsible for innovative and alternate delivery of all computer application courses college-wide, thus bringing some consistency and greater efficiency to the field (e.g. the Technology Ticket model).

Close links with the Information Technology department would be forged, while keeping the production/service function of I.T. distinct from the teaching and research and development functions of the new Centre.

As Fleming embraces an even higher level of technology via the LRCs, such a centre of specialization would provide additional opportunities for collaboration.

The Centre would clearly respond to market demand. By bringing together a diverse group of faculty from different schools, new energy and new thinking would be generated. The formation of such a Centre would represent a decisive break with the past, and provide a much clearer focus.

The history of technology programming at Fleming has been diverse. The College offered approximately 25 diploma programs at one time. Many programs have been cancelled over the past 10 years and a few have been added. Full-time post-secondary enrolment has declined to approximately 350 students, the lowest in the eastern region. This decline has occurred, in part, because the School of Technology lacked a focused vision on "what it wanted to be known for". The College can no longer attempt to serve thirteen generic discipline areas in the field of technology.

Three diploma programs in the School of Technology will be suspended due to lack of student demand and high cost: electronic engineering technician - consumer; mechanical engineering technician and technologist. The students can be accommodated in other programs, and the impact on enrolment is expected to be minimal. The electro-mechanical technican and technologist programs are vulnerable due to weak enrolment, high cost, demand on facilities the college no longer has, and lack of sufficient fit with the strategic direction of the new Centre. Attention to these weak spots is required immediately, if the programs are to remain as part of the Centre's offerings.

Fleming's Electrical (E/E) programs are unique in the eastern region. The integration of these programs with others in the Centre will set the College apart as similar programs in the province are mechanically-based, rather than electrically-focused. The new Information Networks program is breaking new ground, and student demand/interest is high. It holds by far the most potential in terms of growth and success.

Several new 30-week certificate programs could be offered by the fall of 1997 via contract training, part-time studies and apprenticeship. A flow-through mechanism will be created to ensure the training is credited towards a college diploma.

Questions: Is such a Centre timely and strategic? Is it appropriate to integrate programs from a number of existing schools? How can we ensure that the Centre embraces a new vision and is not simply a collection of parts?

A dramatic decline in the college's involvement in the apprenticeship system is forecast (up to 40% reduction in federal support next year, followed by complete federal withdrawal by 97-98). **By 1998/99, Fleming College may well be offering only three apprenticeship programs: marine, electrical, and horticulture.** Administration of the apprenticeship system will likely be handled through a combined OSDO/OS/Apprenticeship unit co-located with the college, according to an internal OTAB review.

What linkages should be established/maintained with the Applied Computer & Information Technology Centre? How can we ensure student access to technical careers, if the apprenticeship system loses government support? Can we strengthen our links with local high schools and employers in this regard?

Interdisciplinary Studies

A Centre for Interdisciplinary Studies would consist of the following programs and courses:

* Communications
* Mathematics
* Psychology/OB
* General Education courses
* General Arts & Science Program
* Ontario Basic Skills
* Interdisciplinary, college-wide courses such as self-employment/entrepreneurship, how to become a self-directed learner, responding to the challenge of diversity, etc.

The new Centre would have several purposes.

1) To further strengthen Fleming's reputation within the college system for high quality education and generic skills programming. We are currently perceived to be a leader in this field. Consolidation of such curricula within a common area of specialization would facilitate the establishment and maintenance of college-wide standards and innovative practices. **It would also remove the stigma of "service" from these offerings.**

2) To act as a college-wide champion of interdisciplinary initiatives through creative use of our course registration system, which is a significant competitive advantage of Fleming College. No other college can offer learners the ability to:
"customize an interdisciplinary diploma of your choice".
A champion, however, is required if those interdisciplinary opportunities are to be identified, promoted and facilitated. The GAS program is one obvious mechanism, but not the only one.

3) To rationalize the current duplication of generic skills courses and so improve cost-effectiveness and the efficient use of our resources.

4) To integrate preparatory with post-secondary generic skills programming (e.g. the mainstreaming of access programs such as BTSD and academic upgrading through integration as a preparatory/remedial option within GAS).

5) To eliminate the current friction between Schools over the level of "service course" delivery due to the funding allocation model.

Course registration offers us a gold-mine of opportunity to creatively "package" courses from a diverse number of centres of specialization, in much the same way as OISE promotes its learning opportunities. Universities like Nihon Fukushi in Japan are leading the way in

integrating social with information sciences, and so should we. Fleming College should position itself to be a leader in this field. Strong market research and attention to the needs of individual learners would be prerequisites.

The new Centre would operate in a true matrix fashion, in that faculty would have a dual reporting structure. They would be grouped in their respective disciplines under the leadership of a person responsible for the Interdisciplinary Studies Centre as a whole, on the one hand, but assigned on a day-to-day basis to a program cluster where they would be treated as integral members of the team. The concept of a "service" course would no longer exist, since a program's learning outcomes must encompass technical/vocational skills, general education, and generic skills. All three are fundamental to the career success of our graduates. One is not more important than another. If we are to assess the "culminating performance" of our students in all three domains, the faculty must work together.

The new Centre would be expected to work closely with the proposed Centre for Instructional Design & Development. **Alternate delivery of its curricula would be a top priority** for the new Centre, working closely with the LRCs.

Interdisciplinary initiatives would be fostered through creation of a college-wide Interdisciplinary Council with representation from every area of specialization to provide advice and direction. The GAS program could be another tool for implementing new interdisciplinary initiatives. The GAS program is currently the most cost-effective program in the college at .21 of the cost index. This is due to its high rate of student placement in already-existing courses throughout the college. GAS also reports a high level of student satisfaction.

The Ontario Basic Skills program would be housed within this Centre to the degree it is still funded by OTAB. It is expected that Fleming's OBS/Academic upgrading program will focus predominately on upper level preparatory work, e.g. Level IV, leaving responsibility for literacy and basic upgrading to the school boards and community agencies.

Questions: Are the "five purposes" outlined above appropriate? Should the Interdisciplinary Studies Centre be funded in its own right? Is the name appropriate?

What effect will this new Centre have on the School of Access & Part-Time Studies?
It is proposed that the School of Access & Part-time Studies be dissolved and regrouped, without compromising Fleming's commitment to access and part-time studies. The integration of discrete access components within mainstream services and programs, in fact, represents the next stage in the evolution of "access programming".

Consolidation of access programs and services in one school was necessary in the past given the considerable size of government-funded access programs. OTAB and federal funding, however, is on the decline, and there is increasing pressure on government to rationalize these

initiatives. The programs as we know them will likely be dissolved by OTAB next year and a functional approach adopted based on client need rather than age. Services will be provided/purchased on more of an individual basis via "training/service vouchers", and more competition from "deliverers" will likely be encouraged.

While the School of Access & Part-time Studies has undoubtedly raised the profile of access programming inside the College, the isolation of access programming in one school did not sufficiently "mainstream" this commitment. An "access silo", similar to other school-based silos, was created despite the best intentions of all involved.

Reduced government support also raises the inevitable question as to whether colleges should remain in the business of "basic upgrading/literacy", especially since school boards and community agencies deliver most of this programming. It is proposed that Fleming College focus on upper level preparatory/remedial programming only (e.g. Level IV); and secondly, create a structural link between preparatory and post-secondary generic skills programming through integration of a remedial/preparatory stream within the GAS program. Stronger links with local high schools are also required to ensure first year students are properly prepared.

More specifically, it is proposed that access services such as PLA, assessment, special needs, and PLT be housed within the LRCs. OBS/BTSD/GAS would move to the Interdisciplinary Studies Centre. Part-time studies would be grouped with the contract training area and made a higher priority within the college.

The Futures program (or a new, generic career assessment/job placement function as OTAB envisions it) could be linked with other career counselling and placement functions in the college to maximize the expertise we have in this field and provide greater assistance to our post-secondary graduates as well as OTAB clients, in light of rising tuition fees. An alternative would be to group the Futures program with the contract training/part-time studies unit.

Question: Should the School of Access & Part-Time Studies be re-grouped in the manner outlined above? Should we create a mechanism (a committee/council) to regularly review the strength/weaknesses of our college-wide access initiatives and "front-end processes"?

OTHER ACADEMIC INITIATIVES

In addition to the creation of Centres of Specialization, the College will continue to support other academic initiatives as part of the implementation of the Master Academic Framework. Those initiatives include:

1) **Learning Resource Centres.** The final report has been completed, along with a detailed implementation plan. It will be released and circulated to the Board of Governors, all staff, and interested students before the end of December. The LRC team recommends three pilot projects as the phase-in stage for the LRCs next year. The pilots include development of a college-wide Technology Ticket course for students; an interactive/collective distance delivery project for 2-3 General Education electives offered at Brealey & Frost; and development of mechanisms to technologically enhance traditional delivery. The precise level of funding and institutional support, along with an organizational structure for these initiatives, will be determined early in the new year. We must keep up the excellent momentum established by the LRC team and others.

2) **Centre for Instructional Design & Development**. The LRC team recommends the immediate establishment of the Centre for Instructional Design & Development (CIDD), along with a CIDD Advisory Committee. The Vice-President Academic concurs with this as the top priority recommendation within the LRC Report. Many staff members are eager and willing to renew their curriculum and/or explore alternate forms of delivery, but they need technical support, advice, and leadership.

3) **Contract Training**. The Training Services Committee has produced a detailed business plan to significantly expand Fleming's contract training activity. The report will be available by mid-December. It constitutes a major overhaul of our activity in terms of focus and structure. As government funding continues to decline, we must explore alternative sources of revenue generation and new forms of training offered "any-time and any-place". The precise level of funding and institutional support, along with a new organizational structure, will be announced early in the new year.

4) **Part-Time Studies.** Staff members engaged in promotion of part-time studies across the college have analyzed past activity and submitted recommendations for a renewed focus on part-time/Con Ed activity. Enrolment has declined in this arena during the past three years, related in part to the lack of central leadership and coordination. Part-time studies is an excellent, cost-effective tool to meet local

"access" needs, test out new programming initiatives, and respond to individual workplace training needs. Decisions on structure and funding will be made early in the new year. A close link between contract training and part-time studies will likely be supported.

5) **Other Revenue-Generation activity.** More than a dozen staff members responded to an invitation in November to submit creative revenue-generation ideas to a panel of internal and external experts. The panel intends to select those proposals most likely to succeed and request a more detailed feasibility analysis.

6) **Strategic Alliances.** A major partnership between **Bell Canada** and Fleming College is in the works, with several focal points: development of a revenue-generating CALL Centre at Fleming College; introduction of new telecommunications technology; development of an Integrated Community Network as a provincial pilot project in the Peterborough region; provision of training services to Bell's Institute for Professional Development.

Another major alliance in the works is with the **Ministry of Natural Resources** and **Trent University**; a public signing of a Memorandum of Agreement is scheduled for this December.

7) **Year-round scheduling and course registration** will continue to be championed, as part of Fleming's unique "access appeal".

8) **Student Advising**. A detailed report on the pilot project undertaken by the School of Business has been circulated to all staff. The new Centres of Specialization and the LRCs are two key structures needed in order to implement the gist of the report. A clarification of staff roles (program coordinators and advisors) is also needed as part of the college reorganizationa process.

CONCLUSION

The proposed Centres of Specialization and the academic initiatives outlined above will ensure that Sir Sandford Fleming College reaches the year 2003 in excellent health. We will not only "survive", but emerge as leaders in certain disciplines, known throughout the province, country, and even the globe.

We've got the vision. Now we just have to "let the deed show".

We look forward to your response!

Terry Dance-Bennink
Vice-President Academic
November 27, 1995

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